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ABSTRACT

In order to determine whether there were compelling reasons for Schenectady County Community College (SCCC) to change its quarter calendar, and which calendar would be most appropriate to the college and most responsive to the problems that made the change seem desirable, previous calendar change studies were reviewed and administrators of colleges that had made calendar changes were consulted. The types of calendars initially considered were: (1) semester; (2) early semester (the fall semester begins in August and ends before Christmas); (3) trimester (three semesters over 12 months); (4) quarter; and (5) four-one-four (division into four months-one month-four months). Only the quarter and semester systems were considered feasible for SCCC. Issues related to calendar changes include curriculum conversion and related concerns of credit hours and flexibility; comparative academic success rates in various calendars; enrollment patterns as reflected in student program change and the effect on part-time students; and transferability of courses to other colleges. Significant calendar change studies were conducted at Kent State, Cleveland State, University of Akron, Miami University of Ohio, Chabot College, and College of the Redwoods. Advantages and disadvantages of each calendar plan have been outlined by the "Handbook on Undergraduate Curriculum," and are summarized in this report. Results of the study included a recommendation to remain with the quarter system. (MB)

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SCHENECTADY COUNTY COMMUNITY COLLEGE

"An Institution Responsive To Community Needs"

Office of the President

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MEMO TO: Board of Trustees

FROM: President Larsson

DATE: November 24, 1978

SUBJECT: College Calendars

JC 790 209

Background Information

In view of the importance of any decision regarding the type of calendar under which a college should operate, I have spent a significant amount of time in discussing the factors involved in such decisions with administrators at some colleges where changes were made; in reviewing copies of the studies of calendars made at various colleges; and in reading some of the literature on college calendars. This was in addition to my personal background in higher education, which includes full-time teaching under both a trimester calendar and a semester calendar, administration under both quarters and semesters and as a parent of students under the early semester calendar.

Significant calendar studies reviewed included: Kent State, Cleveland State, University of Akron, Miami University of Ohio, all four-year institutions, and Chabot College and College of the Redwoods, both community colleges.

I have discussed the matter of calendar changes with the President and Associate Vice-President of Information Systems of Metropolitan State University, a former President and the Director of Institutional Research of the University of Akron and the Dean of Graduate Studies and Continuing Education at State University College at New Paltz, all of whom have been involved in calendar changes.

I have corresponded with the ERIC Clearinghouse for Junior Colleges at the University of California and the Chancellor of Cuyahoga Community College in search of studies on this matter and have inquired as to N.Y. state studies with representatives of the Bureau

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of Higher Education of the State Education Department, the State Education Department Library and the Provost of the State University.

At S.C.C.C., I have talked with all members of the Administration, various faculty members, Student Government Association officers and read the report of the Ad Hoc Faculty Committee on the calendar.

Types of Calendars

Semester Plan	Two terms with fifteen weeks of classes each term. The traditional calendar with a beginning of the fall semester in September and ending in January. Spring semester concludes by the end of May.
Early Semester Plan	Fall semester generally begins in August and concludes before Christmas. Likely to have a break of about one month between fall and spring semesters.
Trimester Plan	Three equal semesters during the 12 months year, beginning in September.
Quarter Plan	Three terms with ten weeks of classes each term. Three quarters between September and June. A fourth quarter in the summer is optional.
Four-One-Four	Four months, one month, four months. Apt to mean also four courses, one course and four courses. A course equivalent to 3 1/3 semester credits.

Distribution of Calendars in Colleges

YEAR	# OF COLLEGES	SEMESTER	QUARTER	TRIMESTER	OTHER
1951-52	N.A.	80%	19%	Less than ½%	1%
1977-78	3130	57% (1797)	24% (747)	4% (123)	15% (463)

Source: Fact Book on Higher Education; Third Issue, 1977, A.C.E.
Survey by National Association of College Stores 1976-77

7% Traditional Semesters, 48% Early Semesters
24% Quarter, 3% Trimester
13% Four-One-Four, 5% Other

General Comments

We are not engaged in the process of determining the right way versus the wrong way of doing something. Respectable institutions of higher education have been, and will continue, operating under the variety of calendars listed above, as well as variations of them. There are two primary questions to be answered. The first is whether or not there are compelling reasons for a given college to change its calendar, since most authorities would agree that making the change is not a simple process and can create problems simply by virtue of the impact of some of the elements of the transition. If it is determined that there are such compelling reasons, then an analysis must be made of the other types of calendars to determine which one is appropriate for this college and will be responsive to whichever problems made a change in calendars seem to be desirable.

In considering a possible change, I believe that educational factors must play a dominant role, for the primary mission of any college is to provide a sound education to all of its students. The next consideration should be enrollment, as a college cannot exist without adequate numbers of students. That assumes that the mix, as well as the number of students, is taken into account. I believe that administrative concerns should play a minor role in the decision and that includes the concerns which impact on the personal workload or preferences of individual staff members.

Examination of the Issues

Curricular Concerns

It has surprised me and is somewhat disturbing that those who have advocated a change of calendar have not addressed the issue of its relationship to the body of courses which make up the various curricula of the College. This is an item which has received major attention in well developed studies made at other colleges which have considered calendar changes, particularly in community colleges.

Since about 70% of our courses are for three credits, with some of the others more and some less, the standard associate degree program would generally include five courses per term. On the quarter plan, this would mean fifteen courses per academic year and thirty courses for the associate degree. On the semester plan, the total number of courses would be ten per academic year and twenty courses for the associate degree. (I am excluding one credit hour for physical education courses.)

If it were the case that all subjects would be studied in a full year's sequence of courses, then the matter of the calendar would be irrelevant. A year's course, for example, would be three ten-week courses or two fifteen-week courses, covering exactly the same amount of material in the same total amount of time. The fact is that most curricula are not made up primarily of year-long sequences of courses. In 1978-79, we have 116 one-quarter courses, 25 two-quarter courses and only 59 three-quarter or year-long courses.

A calendar conversion which requires the compression of a curriculum into twenty units of courses from thirty units will give rise to some very difficult academic decisions, since the flexibility will be severely reduced. This is particularly true in career programs where we have provided a broad spectrum of specialized topics, which many single quarter courses have made possible. Since we are a community college giving major emphasis to career programs, that is most important. Seventy-five percent of our freshmen enrolled in career programs this fall and this is the current trend everywhere.

It is unfortunate that many of our faculty members have taken a simplistic view of both the conversion of our curricula and its after effects. Surely, it is not just a problem of the arithmetic of converting credit hours. For each one-quarter course, (and we have 116 of them) the decision will need to be made as to whether it should be extended to a semester or dropped. If extended, what new material will be included in the additional five weeks and on what basis? If dropped, why is that material no longer deemed important? For each two-quarter sequence, (and we have 25 of them) the decision will need to be made as to whether it should be extended to a one-year sequence or dropped back to a semester in length. The same questions will need to be answered.

In studies made elsewhere, the case for quarters includes the points that courses are more straight-forward and the frills have been eliminated and that there is an opportunity for students to have a greater variety of courses. The case for semesters emphasizes the time for in-depth exploration of ideas and course material.

The greater flexibility of our larger number of different courses is evident in our accounting curriculum, where we offer 75 more total contact hours in accounting than another community college on the semester plan, and include courses in office machines and

business organization and management not offered at the other college. This has been made possible by reducing the hours used to cover the general education component, while maintaining minimum requirements, and reducing the time allotted in the semester plan for several supporting courses. That same flexibility is equally important in revising or adding courses to a curriculum, since such changes have an impact on a smaller segment of the curriculum under the quarter plan.

It seems to me that a college offering a majority of its work in career programs needs to have the flexibility of offering a greater variety of courses to prepare the student for the world of work. (I would not overlook the opportunity for a student to be exposed to a larger number of faculty.) If we were primarily a liberal arts college, the argument for longer courses would carry more weight in the curricula generally offered by such colleges. However, many colleges on a quarter plan resolve that question by offering fewer courses and spending more hours per week to give the depth of exploration desired.

Union College is a good example. Although they claim to operate on terms, the calendar calls for three ten-week terms, the same length as our quarters. However, students take only three courses per term, rather than our average of five and do go into greater depth in each. They equate each course to 3 1/3 semester credits. The same can be accomplished, insofar as depth is concerned, though not at the same pace, by forming a sequence of courses in a subject matter of two or more quarters in length.

To illustrate the variation, Skidmore went to the Four-One-Four calendar rather than the semester. Both their students and Union's take nine courses per year, each equivalent to 3 1/3 semester credits.

Can we give any concrete examples from our previous conversion to illustrate that some semester courses may be arbitrarily long and can be shortened to provide time for other courses? The answer is in the affirmative. It should be noted also that the evidence which follows seems to negate the claim that students perform less well on a quarter calendar because the term is too short.

Let me cite two cases. One is Basic Typing and the other is Business Math. An examination of the course descriptions for each of these in the 1971-72 catalog of the College and the 1972-73 catalog will reveal that they did not change in any way during the conversion. The only difference was in the length of time provided

for instruction, a reduction from 15 weeks to 10 weeks. However, the key question is the extent of the impact on the students who took those courses under two different calendars. I asked for the list of grades received by students in those courses the last year on the semester plan and the most recent year under the quarter plan. The comparison of grades for all students taking those courses in 1971-72 and 1977-78 follows:

	BASIC TYPING		BUSINESS MATHEMATICS	
GRADES	1971-72	1977-78	1971-72	1977-78
A & B	17.2%	27.1%	28.2%	42.7%
C & S*	24.1%	45.7%	18.0%	19.4%
D & F & U	37.9%	3.4%	40.2%	20.3%
WF & WU	1.7%	11.9%	0.0%	8.6%
W	6.9%	8.5%	11.0%	3.6%
WP	0.0%	3.4%	0.9%	2.2%
I	12.2%	0.0%	1.7%	3.2%

* S was used in some sections for satisfactory completion. U was unsatisfactory. It seems evident that the students were more successful when the same course was offered during a quarter calendar and five weeks of course time was saved.

Academic Success of Students

In the discussion of the relative merits of different calendars, those who favor the quarter calendar state that there is a better chance to complete successfully all courses in which they are enrolled and greater likelihood that they will finish a course because it does not stretch out too long. Those who favor semesters state that there is too much pressure of time under quarters and not enough time to recover from a poor start in a course.

Although I have given the comparative success rate of students in similar one-quarter and one-semester courses, it has been suggested that it would be helpful to compare the success rate for one-year sequences, since they presumably cover the same material on either a quarter or semester calendar. I have selected three courses of that type from separate fields which do not seem to have had major changes in their descriptions since 1971-72 and are taken by a significant number of students. The comparison of grades for all students taking those courses in 1971-72 and in 1977-78 follows:

	BRITISH LITERATURE		WESTERN CIVILIZATION		GENERAL BIOLOGY	
GRADES	1971-72	1977-78	1971-72	1977-78	1971-72	1977-78
A & B	36.4%	48.8%	22.8%	27.2%	20.7%	29.8%
C	32.5%	31.3%	29.2%	41.3%	36.1%	27.6%
D & F	18.2%	12.5%	31.7%	18.7%	26.6%	27.0%
WF & WU	9.1%	2.5%	3.9%	4.9%	4.1%	2.3%
W	3.9%	1.3%	3.9%	3.3%	7.7%	3.3%
WP	0.0%	1.3%	5.3%	2.3%	4.1%	6.6%
I	0.0%	2.5%	3.2%	2.3%	0.6%	3.3%

It seems evident that students taking these courses under the quarter calendar have done as well or better than their counterparts did under the semester plan. The results are also consistent with those found in the comparison of similar one-quarter and one-semester, courses here at S.C.C.C.

Enrollment Patterns

Arthur Levine of the Carnegie Council on Policy Studies in Higher Education cites one weakness of the semester calendar as allowing little flexibility regarding student enrollment patterns and one advantage of the quarter calendar as allowing students flexibility in choosing enrollment patterns. In the same book, entitled Handbook on Undergraduate Curriculum, he discusses Stopping Out, defined as those who leave college with the intention of returning at a later date. He reports that 37% of those who stop out leave college for less than one year and another 14% leave for exactly one year. He also reports that the stop out rate is highest at community colleges, with 31% doing so.

In our own case, we have noted that both the stop out and the new student may enter the College in any quarter, full-time or part-time. The reasons are many and varied. They include finances, work schedule, vacations, transportation, illness, courses offered, weather, personal time schedule, moved, and transferred from another college, among others.

We are also aware of the significant number of students who change programs and want to enter a new one with the least possible loss of time. At S.C.C.C. we had 205 students who changed programs in 1977-78, alone. The quarter calendar affords the most efficient vehicle for changing programs, both from waiting the least amount of time to make a change and maximizing the terms left to get on

schedule with the new program in the remaining portion of the year. Again, as has been noted earlier, the emphasis of the College on career programs makes it likely that there will be even more changes than would be the case in a broad liberal arts oriented college.

Above all, we need to remind ourselves that all those who are projecting enrollments for the future seem to agree that the part-time student population will be a dominant factor in the ability of colleges to hold drops in enrollment to a minimum level. Our own significant part-time day enrollment is an indication of its potential counterbalancing effect when the number of full-time students decrease. Our location in an urban area strengthens our likelihood of reaping the benefits of part-time enrollment which many older colleges in rural settings cannot hope to do.

QUARTER	RETURNING STUDENTS		NEW STUDENTS	
	Full-time	Part-time	Full-time	Part-time
Fall 1977	37	290	472	746
Winter 1977-78	15	156	52	239
Spring 1978	25	332	47	415
Summer 1978	7	85	4	201
TOTAL	84	863	575	1601

Returning Students: Those who were not enrolled in the previous quarter.

New Students: Those who have never been enrolled at S.C.C.C.

To measure the relative impact of new and returning students in each quarter during the year, they should be compared with the total of 1,083 different full-time and 3,171 different part-time students enrolled in 1977-78.

But what has happened to enrollment in colleges which have changed calendars in recent years? The following information may be helpful.

Colorado State University changed from quarters to semesters in the fall of 1975. The average load in credit hours taken per student declined from 15.03 to 14.45 from the fall of 1974 to the fall of 1975. In the fall of 1976, it was 14.40.

Metropolitan State University changed from quarters to semsters in the summer of 1976. The average load in credit hours taken per student declined from 10.54 in the fall of 1975 to 9.93 in the fall of 1976. In the fall of 1977, it was 9.72.

The former President of Metropolitan State Universtiy attributes the decline to the significant increase in so-called front-end funds required by students. As you know, tuition per term increases by 50% when changing from quarters to semesters. In our case, the full-time tuition would be $345 per term instead of $230. A 3 credit hour course would increase from $57 to $85.50. We only need to recall the discussions which the Board had in a Special Meeting in September, regarding the problem of students with insufficient funds to register, to see the potential impact of this change here at S.C.C.C.

The University of Akron changed from quarters to semesters in the fall of 1978. They suffered their first decline, 2.2%, in enrollment in 21 years in the fall of 1978. The average credit hours per student declined from 10.72 to 10.22 from the fall of 1977 to the fall of 1978; (Note the similarity to what happened at Colorado State and Metropolitan State.) but the decline in credit hours taken by part-time students was from 6.63 to 5.73 or 13.6%. Such a loss to S.C.C.C. of the corresponding number of full-time equivalent student would be a serious matter. The point is that the number of credit hours taken by a part-time student is just as important as the number of part-time students.

Transfer to Other Colleges

In the survey conducted by the students at S.C.C.C., 48.7% listed transferability as the reason why they wished to have the calendar of the College changed to the semester plan. That percentage of our full-time students is about twice the percentage of our graduates who have applied for transfers during the past two years.

Summary of Information on Transfer Students

S.C.C.C.

YEAR	# OF GRADUATES	TRANSFER APPS.	ACCEPTED	REJECTED	NO INFORMATION
		Graduates of Transfer Programs			
1976	50	38	33	0	5
1977	51	28	25	1	2
1978	64	34	34	0	0

11/15/78

EVALUATION OF STUDENT PETITION - OCTOBER 1978

Total Fulltime Enrollment	854
Total Students Surveyed	224 (Fulltime)
% of Student Body Polled	26.2%
# of Students for Semesters	202
# of Students for Quarters	30
% of Students for Semesters	87%
% of Students for Quarters	13%

Reasons for wanting semesters

(94) 48.7% Transferability
(76) 39.7% No comment
(32) 11.6% miscellaneous including: moretime to cover and understand material, longer breaks, less scheduling, few finals, less confusion, more efficient)

Reasons for wanting quarters

(13) 42.4% easier
(12) 39.3% no comment
(4) (1) 18.3% either more courses offered or more breaks in the year

Summary of Information on Transfer Students (con't)

S.C.C.C.

YEAR	# OF GRADUATES	TRANSFER APPS.	ACCEPTED	REJECTED	NO INFORMATION
		Graduates of Career Programs			
1976	122	32	26	1	5
1977	183	34	18	1	15
1978	186	25	22	1	2

(All of the above information is self-reported by students.)

Dropouts of Fall Freshmen 1975 Requesting Transcripts to Transfer Between 1975-1977

Transfer Programs

Public Colleges		Private Colleges	
N.Y.	Other States	N.Y.	Other States
9	3	7	1

Career Programs

Public Colleges		Private Colleges	
N.Y.	Other States	N.Y.	Other States
9	2	1	0

(Total First-time, Full-time in class was 467)

Attempts to identify any significant number of specific students who have been at a disadvantage in transferring because of our quarter calendar have not been fruitful. What seems to be the basis for this general concern?

In view of the lack of identification of the precise nature of the problem here, I turned to some of our sister institutions to which our students may wish to transfer and have done so in the past. (I believe that in the list, R.P.I. is the only one to which we have

not transferred a student to date, perhaps because of our lack of an Engineering Science program.) Their comments follow:

From the President at Siena:

> "Our Vice President for Academic Affairs discussed this matter with the Divisional Chairmen, the Registrar and the Admissions Director.
>
> The quarter plan of SCC College has few adverse effects on students transferring into Siena. This is particularly true if the student from SCC transfers at the end of a full year or the end of a two year program. The students transferring here in the middle of their programs have had some problems with credits; however, I hasten to add that these are relatively minor problems and affect a very small number of students."

From the Registrar at Skidmore:

> "To answer your specific question, no we do not see your calendar as being a deterrent in accepting the credits of your students. We have no problem at all applying our transfer credit formula to your students' total programs. The only problem comes in transferring credit for a specific course. As each of our courses is worth 3 1/3 semester hours and yours only 3 quarter hours (and therefore, have met for fewer hours) we now ask the appropriate department chairman to look at the course description and syllabus and determine whether or not all the necessary material was indeed covered."

From the Provost at Union:

> "I can't imagine why anyone could possibly question the transferability of credit as it relates to the quarter plan. As you well know, all accredited colleges respect the credit of other institutions in the same category regardless of their calendar.
>
> Thus, one can say categorically that your present calendar has nothing to do with admitting any of your students."

From the President at R.P.I.:

"The consensus of our academic administrators and the Admissions Office is that there is some difficulty in evaluating the level of transfer credit from an institution that bases its courses upon a quarter as compared to a semester plan. The impact is not on the admission of a qualified student but on how many of the credits taken under the quarter plan will be accepted for transfer. A typical example is the inability to transfer credit for a single quarter-term course. Similarly, when a student has taken 2 quarter courses, that usually corresponds to the equivalent of between 1 and 2 semester courses. Since course credits are given in the units of the new institution, there is some loss for the transfer student. The magnitude of the effect will vary depending upon the full range of courses taken and the degree program into which the applicant desires to transfer."

From the President of St. Rose:

" I spoke with our registrar and our director of admissions concerning your question about the transfer of quarter credits. Basically, their response was the transfer of quarter credits is no problem. The only difficulty they even mentioned concerned the occasional need of a student who had completed a single quarter (equals 2 semester credits) in a subject area to re-take that subject matter in a semester course (equals 3 semester credits) because the quarter course covered less of the subject than was required at CSR. As you know, this occasional overlap is not unique to quarter-semester transfers but can occur whenever one college requires more credits in a given area, than are given for that subject area at another college.

Based on this information it would seem to me that it would not be necessary for you to convert your calendar unless there are other more compelling reasons. I hope this information will be of some value in helping you make your decision."

From the President of Russell Sage:

"Our institution does not view the quarter plan as deterrent to accepting the credit of our full or part-time students as transfers.

From the President of Russell Sage: (con't)

The Registrar would take the position that transcripts from Colleges and Universities (on the quarter plan) require somewhat more administrative time to process, but this attitude does not create any prejudice against a student wishing to transfer."

From the Associate Director of Admissions at SUNY Albany:

"Regarding the question of our differing academic calendar, I should like to reiterate that we have had little or no difficulty dealing with transfer students who have attended colleges on a quarter system. For admissions purposes we are primarily concerned with basic academic information related to the students educational success at his present institution and how that experience predicts or projects success on our campus. In making that judgement, the academic program the student followed concerns us but the calendar he used in following it is of no real consequence. In the transfer of credit, the evaluation of quarter hours of credit and the translation to a semester hour system of credit is a relatively simple, mathematical task. In that translation there is no real loss of transfer credit simply a conversion to a different system. At your institution a full year of academic study in a subject would include three quarters and covers the same time and material as a full year of academic study on this campus which is done in two semesters. A three quarter course in Introductory Economics, for example, which would yield nine quarter hours of credit, is equivalent in every way with our two semester course in Introductory Economics which yields six semester hours of credit by our system.

Finally, I should point out that our experience indicates that for transfer students to this institution who had previously attended two-year community colleges, success or failure on this campus is a function of the quality of the academic program he completed and how effective a preparation that was for continued study toward the baccalaureate and not the number of segments or portions that went into making up the whole of that educational experience."

I have also visited personally with Dr. Patrick Foti, Associate Director of Admissions at SUNY Albany, on two occasions regarding this particular matter. He was assigned by President O'Leary to work with me on the general improvement of articulation between

the two institutions. President O'Leary is also holding discussions with Hudson Valley Community College on the same topic.

Dr. Foti arranged to review with me the folders of a number of our students who had transferred to SUNY Albany, to illustrate their policies and procedures. I saw no major problems.

First, let us be clear that my comments relate to courses designed for transfer and in fields offered by the accepting institution. Many career courses at community colleges do not fall into that category and this has nothing to do with the calendar under which they operate.

Albany looks for acceptable courses and then matches them with courses in the same area. A one-quarter course with three credits transfers as two semester credits. Those are precise equivalencies and Albany does not refuse to grant transfer credit on the basis that a course is not part of a three-quarter sequence. Of the present list of our 341 different courses, 231 are three-credit courses. 74 are four or five-credit; 21 are two-credit and 15 (mostly physical education) are one-credit.

For courses other than three credits, Albany seeks to combine them with others to eliminate fractions. Thus, three four-credit hour courses not necessarily in a sequence, are combined to equate to eight semester credits.

I noted two students who were not credited with a fraction of a credit hour in transferring. One lost one-third and the other two-thirds of a credit.

Dr. Foti has reviewed the comments which I have made above about my discussions with him and states that it is an accurate summary.

In the case of students who do not submit all of the specific required courses for a major when transferring, they must expect to take them at the new insitution. That is standard procedure and all students preparing to transfer should consult with the new college, in advance, to determine what the specific requirement may be. It is desirable that they complete them at the first college.

Something that has nothing to do with calendars of any kind affects those who cannot transfer any part of a given course because that course is not acceptable in that institution; or those who lose credits because the receiving institution will accept a maximum

number of credits from any other institution. I noted one of our students who lost four credits for the former reason and one who lost four for the latter, both far more extensive losses than one-third and two-thirds credits referred to above.

There is another measure of the transferability of our courses to other colleges in this area. I refer to the cross-registration agreement among the public and private colleges of the Hudson-Mohawk Association. It would seem logical to assume that if it is difficult to transfer single quarter length courses to other colleges that few students from other colleges would take a course at S.C.C.C. under cross-registration. The fact is that data kept by Hudson-Mohawk indicates that, since 1973, students from other colleges took 98 individual courses at S.C.C.C. for credit to be awarded at their home institution. This number of courses exceeded those taken under cross-registration at seven of the colleges in the consortium and was about one-half of those taken at Hudson Valley, an institution with five times the enrollment and many more programs than S.C.C.C. The yearly number of courses taken at S.C.C.C. has increased by 60% in the last three years.

Let me make one final comment on the matter of transfer credits and the calendar. I do not see significant evidence that the nature of the calendar is a deterrent to those who wish to transfer between institutions. However, I remind you that the conversion from one calendar to another in a college requires all students, full-time and part-time, to become transfer students in that college whether they wish to do so or not. Decisions will need to be made on the conversion of all of their courses, one-quarter as well as three-quarter ones, to semester equivalents.

Most students who plan to transfer have completed their programs and have few loose ends. Those who transfer without completing their programs can always expect some problems, but that is their choice. Consider what the scene would be if we forced all students into the transfer situation at a given point in time over which they had no control. Look at the table above which indicates the relatively small number of transfer students in a given year and measure that against forcing the evaluations of transfer credit for all 4,254 students we enrolled last year alone. The volume and the justness of their complaints would far exceed what we see on the petition recently submitted to me and which is attached to this memo.

General Commentary on College Calendars

Early Semester

The primary reasons for the introduction of the Early Semester calendar seem to be basically twofold. First is the elimination of the Christmas holiday as a late interruption of fall classes, just before final exams. Second is the January recess.

The elimination of the holiday break requires the fall semester to open in August. That raises difficult budgetary and personnel problems, if the budget and appointment year begin on the 1st of September. It also impacts on summer jobs for students. It requires part-time students, just as in the semester calendar, to study right up to the holidays, with no opportunity to stop out during them. It does allow students to be examined before the vacation and, presumably, not be rusty for exams given just afterwards, as in many semester calendars.

The intent of the month or more vacation in January is primarily an economic one. In cold climates, it allows some buildings to be closed and the heat turned down during the most severe part of the winter. However, that applies essentially to residential campuses where dormitories, dining facilities and student unions would not be in use. Colleges, such as ours, cannot do that because the buildings are multipurpose and professional and civil service staff occupy those buildings whether students are on campus or not. The early semester also reduces the chances that the college would have to close because of snow conditions. Some of the Ohio colleges are quite conscious of that after the past two winters.

I do not see any significant advantages in this calendar over the quarter or semester for this college and I see some problems, which I have referred to above.

Trimesters

This calendar was developed to facilitate year-round operations. It requires 45 weeks of instruction, compared to the 40 weeks of a four-quarter calendar. It does facilitate the acceleration of students, since one could receive an associate degree in one and one-third years and a bachelor's degree in two and two-thirds years. Except for the crush of veterans following World War II, it is doubtful that there is a widespread desire to accelerate to that degree. Comparing it to the semester or quarter, I find no other advantages that would cause me to rate it ahead of either one of them.

Four-One-Four

This is somewhat akin to the early semester, with an abbreviated term between semesters. It is helpful for short courses, independent study or short internships off-campus. It provides a time during the year for faculty research, free of classes, which is important to institutions which stress the output of research by faculty. The comment in Levine's book about the opportunity for acceleration is not always true, since note at Skidmore that the course taken in the one-month term is required. It would raise real problems for such matters as student-faculty ratio and teaching loads for us to resolve for the one-month term. A good question is whether or not many of the same objectives cannot be reached during the summer period following the spring term.

A general comment about calendars may be helpful. There are significant variations in the ways in which different colleges use a given calendar. Some schedule students for as few as three courses per term, others four and others five or more.

One point needs to be made in this regard. The fewer the courses taken at one time, the greater the impact a poor record in one course has on the academic standing of a student. With the various governmental regulations on satisfactory progress to maintain financial aid, this can be quite important.

Summer sessions may run from one month to fifteen weeks, with the concentration of hours per week varying as the number of weeks. There need be no relationship between the summer term and the rest of the academic calendar. We have run one month, six week and ten week programs here, some running concurrently. Vacation periods vary, during the year, as well, as do final examination periods.

Background on Calendar Changes at Other Colleges

Although I have not been able to obtain studies of calendar changes made in New York State through the State Education Department or the State University, I obtained the name of an administrator at the State University College at New Paltz who had participated in such a change there. Through my discussions with staff members of SUNY at Albany, I also learned of a task force on the academic calendar which was established to review the recommendations of a Special Committee on Undergraduate Education, since the Committee had expressed dissatisfaction, with the semester calendar at the university. I obtained a copy of their report.

a) I did talk with Dean Davidson of the State University College at New Paltz. He was a staff member there when the College was requested by the Central Office in the early 1960's to convert to the quarter calendar. After three to four years experience with it, the Faculty voted to change back to semesters. No objective study was made. The matter was brought up at a meeting of the Faculty, deferred to the next meeting and passed at that time. The vote was close, carrying by about 25 to 30

votes out of 300 faculty members. Dean Davidson attributed the results to a large number of senior faculty who had only taught under the semester plan up to the time of the change.

b) The Task Force on the Academic Calendar at SUNY Albany in 1968 concentrated its attention on the quarter calendar, the three-term three courses per term plan, the trimester system and the semester system with its several modifications. They recommended a modified semester calendar, in which the fall semester would begin immediately after Labor Day and be completed - including examinations - before Christmas. The second semester would begin in mid-January. Of eight members voting, four selected this plan, three selected the three-term three course plan and one the traditional semester.

The plan was implemented in the fall of 1970. In the fall of 1972, based upon the recommendation of a committee to revise the calendar, SUNY changed the beginning date for fall classes to a time prior to the first of September, becoming a full-fledged early semester system. In the fall of 1979, SUNY will change back to the 1970 format. To insure that sufficient class time is provided to allow the fall semester to finish before Christmas, all class periods will be lengthened to fifty-five minutes from the present fifty minutes. I am also informed that the State University at Binghamton will change to 60 minute periods to insure that minimal instructional time is available when it begins fall classes in September next year, rather than August. I would observe that those who claim that a quarter is too short a term may wonder whether a compressed semester, with longer class periods, is really a more leisurely pace. I understand that eight other state-operated colleges are on what I call the compressed fall semester.

It is not possible to summarize the 19 page report of Albany in a few words. They looked at every issue and simply arrived at a consensus. Perhaps their summary states it best of all.

"When people say, 'Do not change for the sake of change' they forget that even when it is not necessary, change is often refreshing, good for its own sake. But a change of great magnitude, such as from a semester system to a quarter system or 3-3, is another matter. Properly done, it would make great demands on the faculty, who would have to recast nearly every course in the catalogue, adapting it to the shorter term or expanding into two quarters and do so according to departmental

planning and decisions, these in turn coordinated by a University-wide committee established for the purpose. To effect such a change and catalogue it, would require a lead time of at least two years; the University of California took three years."

"Is this kind of effort warranted on educational grounds? If the 3-3 Plan were clearly superior, yes, any effort would be justified. But we do not think it is, anyway not yet. This University is changing in many ways, and the several Task Forces are to recommend more changes. To some, this circumstance of fluidity in other areas of the life of the institution might be a reason for a major calendar change as well. We see it as a circumstance of caution. The change we recommend, which preserves the semester as the unit of work, is enough for now and maybe for some time to come. Summer term expansion and variations have been noted. And if further change to a quarter plan is undertaken in the future, one major condition will already have become familiar, the term break at the Christmas holiday."

"Clearly, there is no calendar that is good for every purpose. A calendar is 'good' to the extent that its educational features are understood and taken into account in planning. It is 'good' to the extent that it is well suited to the aims of the institution. To the extent that those aims are complex, emergent, and ambiguous, a calendar recommendation must be provisional. Which returns us to our starting point, hopefully wiser than before. Whatever the development of the calendar problem and whatever the final (?) out come, we trust that this report will have done its work: to contribute to clearer thinking about complex and important problems."

c) Kent State University studied the matter of changing from its quarter calendar to another calendar and decided to convert to early semesters in September 1979. The University established a calendar commission in October 1977 which reported in March 1978. It is of interest to note that it had available results of calendar commissions at Kent State in 1970 and 1976 and a committee to revise the calendar in 1974. The Commission was not unanimous in its recommendations and agreed with the report of the 1976 Calendar Commission that "there was no objective proof superior in the quarter system, the trimester system, the semester system, or variation on those models." They also recommended "that while preparations are being made that they be carefully monitored and, if in the course of this monitoring, it becomes apparent that change would not be advantageous, the change be discontinued." Early in their deliberations they narrowed their choice down to the early semester, the quarter or the early quarter.

In reading their report, it is evident that the single compelling factor seemed to be the weather, because the University had been forced to shut down for over a week in each of the past two winter quarters. Their greatest concern in changing appeared to be its potential impact on academic matters. For example, they specified that the norm for credit hours of semester courses should be three and any exceptions fully justified. This tends to maximize the number of courses offered.

d) Cleveland State University established a Committee on the Study of the Calendar in April 1965 and recommended that the quarter plan be retained in the day division and established in the evening division in September 1966. The primary thrust of their study was related to year-round operation of the university and they soon decided the choice would lie between trimesters and four quarters. They spend a lot of time studying the trimester plan at the University of Plattsburgh.

To illustrate the different approaches, they concluded that four-hour courses were more desirable and set four courses as the normal load for students. To respond to the arguments that the quarter was too short for students to become adjusted, they sampled the students and found this argument not supported.

It should be noted that Cleveland State has co-op in some programs and this was deemed to be helpful to those arrangements, but this is a small proportion of their student body.

e) The University of Akron processed a request through normal channels in the University and to the Ohio Board of Regents to change from quarters to early semesters about five years ago, but held back till 1976 in making the final decision until Kent State decided to make a similar move. Two years have been spent in making preparations and they have as complete a set of procedures and policies as you might hope to find.

The principle advantages stated for the early semester were the reduction of pressures of time for students and faculty, energy savings in January, more time outside of classes in a given term, more time between terms, eliminate the lame duck session after Christmas, reduce administrative time and costs in registration.

The principle advantages of the quarter plan cited were the larger course selection for students, flexibility in course and program design, easier to plan personal and study schedule for a shorter term, more points of entry, less cost to withdraw.

No summary of the principle reasons for changing calendars was given in the Akron material. They simply referred the reader to the arguments for each system listed in the appendix of their report.

f) Miami University of Ohio received a recommendation in February 1973 by an academic calendar subcommittee of its Committee on the Improvement of Instruction recommending adoption of the early semester calendar. A Steering Committee on the Calendar Conversion reported in April 1975 that the first year of operation under the new calendar should be Fall 1976. The University had changed from traditional semesters to trimesters in 1965 and from trimesters to quarters in 1969. Of 504 faculty responses to a survey in 1972, 60% favored the trimester, 21% the semester and 19% the quarter. A survey of students on the Hamilton Campus of Miami showed strong support for retaining the quarter calendar. This campus has primarily commuting students. The response from students on the residential campus showed strong support for the semester calendar.

The Committee studied a wide spectrum of reasons for preferring certain types of calendars. It does not appear that there was a single overriding issue. In their conclusion, however, they stressed why they had rejected the trimester plan which the faculty had recommended. They cited financial problems and the "little likelihood of it being adopted" and observed that faculty would have had a more favorable response to early semesters if they were more familiar with it. The Committee also expressed concern, however, that a change in the calendar would affect state funding of the University. They concluded "we have attempted to illustrate the educational and financial soundness of the early semester and the reasons why its benefits are greater than those of the quarter system and its drawbacks less serious."

g) Probably the most complete survey which was made of faculty and students regarding calendar changes was conducted at the College of the Redwoods, a community college. The basic difference between their approach and that of many others was to ask persons

to indicate their views on each of a list of criteria which most colleges have used as reasons for selecting a quarter or semester calendar. In this way, the respondents did not list just a choice among calendars or the particular characteristic of one calendar which was of the greatest import to them. The College of the Redwoods reaffirmed quarters in 1976 after making this study.

Chabot College, also a community college, made a similar survey of its students and found that 88% favored the quarter system. Chabot started on semesters in 1961, changed to quarters in 1966 and reaffirmed quarters in 1975 after the study.

Since I have already shared the results of questionnaires used at these colleges, I am attaching a set of faculty and student responses from the College of the Redwoods as a reminder of the pattern of their responses. The rationale for reaffirming quarters is based primarily on the response to their questionnaires, which are quite similar.

Summary of the Advantages and Weaknesses of Certain Calendars
(Listed in Handbook on Undergraduate Curriculum-Carnegie Commission)

The following are my comments on the information provided in the Handbook. I will refer only to the semester and quarter calendar data, since I have previously stated that other calendars do not seem appropriate for S.C.C.C. to consider. I have attached copies of the pages relating to semesters and quarters and will refer to the items by number as listed on those pages.

Semester

(Number of courses is obviously a function of the number of credits for which each course is designed. Generally may range from one to five credits. Full-time students must average fifteen credits per semester, as a minimum, to complete the degree on schedule.)

Advantages

1) Depends upon what your measure is. A five-credit course taken in a quarter includes fifty classroom hours. A three-credit course taken in a semester includes forty-five classroom hours. Better to say it offers a greater potential for more classroom hours per course.

2) Not all faculty would spend a whole week in review at the end of the term.

(EXCERPTED FROM REPORT OF AD HOC COMMITTEE TO STUDY THE CALENDAR, SCCC)

APPENDIX I
-a-

From, Handbook on Undergraduate Curriculum

SEMESTER: most frequently used by colleges and universities

- 66% of two-year arts and sciences colleges
- 71% of two-year professional/technical colleges
- 58% of four-year arts and sciences institutions
- 66% of four-year professional/technical schools

.. consists of two terms which average 15 weeks each
.. full-time students take four or five courses

... ADVANTAGES

1) it provides the most classroom hours per term
2) it makes possible a review week at the end of each term
3) it permits a lengthy, more through study of its subjects
4) it encourages a stable college community owing to common vacation and attendance patterns
5) it enables students to find summer employment at the time when jobs are most available owing to worker vacations and good weather
6) it minimizes the number of courses for which faculty must prepare, the number of times students must register for courses, and number of examination periods for which grades must be recorded

... WEAKNESSES

1) it allows little flexibility regarding student attendance patterns and faculty teaching schedules
2) it forces courses into a term or year length regardless of content or purpose
3) it requires full-time students to study four or five different subjects at a time
4) it limits students in the number of courses they can take in four years more severely than with any other calendar system
5) it may unnecessarily stretch subjects that could be covered more quickly in shorter terms
6) its three-month summer vacation period is not necessary for all students and faculty

3) Consider a year-long course taught over two fifteen-week semesters or over three ten-week quarters. What is the difference in either the amount of material or the pace? One might argue that the two-quarter sequence is better than the one-semester, if length is the sole criterior.

4) Fail to see the point, unless it attempts to relate the semester calendar to the trimester calendar.

5) Not an advantage over a three-quarter calendar for full-time students by very much time. May not be an advantage at all under the extended January vacation mode for semesters.

6) Need to state whether faculty preparations are counted per term or per year. Need be no difference per term.

7) I would have added a seventh, namely the prevalence of semester credits when making comparisons or reports of any kind. Even the trimester uses semester credits.

8) I would add an eighth. It provides more flexibility in allowing for vacation time, exam time or losses due to weather, compared to quarters, for the same total length academic year.

9) I would add a ninth. Improves the cash flow by collecting 50% more funds in the fall semester. This is an advantage for the college, not the student.

10) Less disruptive of food services on campus, particularly if you are residential.

11) More time to become acquainted with instructor.

Weaknesses

1) Replace "little" by "the least".

2) Agree

3) Not so sure that I would call it a weakness.

4) Agree

5) Agree

6) Not a good point. Semester calendar colleges can have any kind of a summer program they wish.

7) I would add that changes of major programs will probably penalize a student more timewise and costwise.

8) Costs all students fifty percent more per term or per course than under quarters.

Quarter

(Students do not necessarily take three courses per quarter. Ours probably average five, as is true at other colleges. The number is determined by the College based upon the average number of credit hours per course.)

Advantages

1) And to be exposed to a larger number of different faculty.

2) Not necessarily so. See general comment on quarters above.

3) Agree with the first part, but not with the latter. See #2.

4) Extremely important, especially for part-time students and stop-outs. Option for faculty depends upon the college.

5) Might better say more chances for a fresh start and the completion of a course does not seem to be so distant.

6) Agree. Curricular flexibility is a major advantage.

7) Depends on how the calendar is arranged. Would not label it as a strong advantage.

8) I would add the following: Reduces the chance that courses will be arbitrarily long just to fill a semester and each pair of five-week reductions allows another course to be created, broadening the curriculum. Especially helpful for career programs.

9) Provides better opportunity for part-time persons to test higher education, without lengthy or costly commitments.

10) Less money needed by either full-time or part-time students at one time.

11) Minimizes the time lost in changing majors. Especially relevant in community colleges.

(EXCERPTED FROM REPORT OF AD HOC COMMITTEE TO STUDY THE CALENDAR, SCCC)

QUARTER

- 16% of two-year arts and sciences colleges
- 10% of two-year professional/technical colleges
- 18% of four-year arts and sciences colleges
- 10% of four-year professional/technical institutions

.. consists of four ten-week terms
.. full-time student takes three courses per quarter and attends three quarters per year

... ADVANTAGES

1) it permits students to take a greater number and variety of courses than is possible with two-term calendars
2) it enables students to concentrate on a small number of courses per term
3) it offers students the possibility of acceleration by attending additional terms or by taking four courses
4) it provides students and faculty flexibility in choosing attendance or vacation patterns
5) it offers more frequent breaks than the semester system
6) it allows for courses of three lengths (one quarter, two quarters, three quarters) while the semester system allows for only two
7) it is better adjusted to national holidays and traditional work-year breaks, as quarters fit into the spaces between Labor Day, Christmas, and Easter vacation

...WEAKNESSES

1) it makes inefficient use of time as contrasted with the trimester system (40 weeks of instruction versus 45 weeks of instruction per year)
2) it involves twice as much registration and bookkeeping as the semester calendar
3) it requires more preparation, tests, and grading by faculty
4) it occasionally results in superficial courses because terms are only ten-weeks long
5) it keeps students on an academic treadmill owing to the need to choose and complete new courses every ten weeks
6) it makes faculty teaching at the summer session of other colleges difficult
7) it makes unavoidable faculty and student absences from the class more serious

Weaknesses

1) This assumes operation on a twelve months year for purpose of acceleration. For students using two trimesters or three quarters, the number of weeks is the same, thirty.

2) Multiple is not correct. If it is meant to include summer, almost all semester colleges run a summer school which requires registration. Should compare three registrations to two for the normal academic year.

3) Not true regarding preparation. Time for final exams and grades are categorized as a weakness. Some may argue that there should be more testing than there is to be sure that the student is adequately evaluated. Presume this point is directed at the workload of faculty, but how do you compare it with the other responsibilities of teaching when not testing students?

4) This is a function of course design and not the calendar.

5) What is sacred about fifteen weeks, other than tradition? Students may well welcome the end of a term and the chance to start anew, particularly those who have had difficulty.

6) Not a major point, but it is not necessarily so. Quarter calendars can and do end before summer sessions begin at many other colleges. In fact, summer schools may not begin until July in some cases.

7) Agree, but I do not believe that these occasional cases are major factors. More important is the flexibility to provide for closings due to weather. The quarter calendar has less flexibility if the total college year is the same. This is because of time required for an extra set of final exams and registration.

8) I would add the fact that data and curricular comparisons with other colleges are more involved because the majority of institutions use semester credits and courses.

9) A part-time student needing a particular semester equivalent course for transfer to a semester college is not easily served. Generally a summer school student.

10) Limits the amount of material which can be covered in a single course, compared to semesters.

11) Increases the load of the business office, as well at the registrar's, compared to semesters.

Conclusion

It should be clear that I recommend that Schenectady County Community College remain on a quarter calendar. Not only do I find no compelling reason to change, I wish to reaffirm the value of the quarter calendar for this particular institution.

I believe that the flexibility which it has given us and will continue to provide in the development of career programs is of fundamental importance.

I feel that our students are being better served by the breadth of courses now available than would be the case on a semester plan.

An entire spectrum of enrollment concerns is better served by quarters. Although I would emphasize its relevance to part-time student choices of patterns of attendance, I would not minimize the incremental impact of the full-time stop-out student returning within the year, the new student taking advantage of one of the four entry points, or the person changing programs who is anxious not to lose any more time than necessary in getting on track.

Not to dwell on negative concerns, but the change to semesters with its fifty percent increase in term or course costs would probably be a major deterrent in our part-time enrollment and be a significant factor for many full-time students.

I do not believe that we have exploited the advantages of the quarter calendar. This should become an important part of the message which we attempt to convey to prospective students. It should help to define our uniqueness as an institution, especially in the highly competitive years ahead.

I do hope that this report has also made clear that the questions relating to college calendars are being addressed across the country on a continued basis. The issues are complex and, the more they are studied, it is evident that there is neither a single nor a simple solution.

I believe that this study has been helpful in gaining a better understanding of what our calendar is, what it affects and in examining its strengths and weaknesses. I think that it will serve us better, as a result. In order for it to do that, our commitment to it must be made quite clear.

RDL/cs
Enc.

UNIVERSITY OF CALIF.
LOS ANGELES
MAY 25 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

(SURVEY CONDUCTED AT COLLEGE OF THE REDWOODS)

Faculty Responses

The number of respondents in the respective subgroups can be seen in parenthesis in the following summary.

Subjects

Total	(199)	
Full time	(96)	48.27%
Part time	(103)	51.76%
Main Campus	(134)	67.34%
Branch Campus	(65)	32.66%

Question #1. If given a choice, which system would be prefer:

a. The quarter system, i.e., the school year is divided into three parts.

b. The semester system, i.e., the school year is divided into two parts.

(117) 58.79% selected the quarter system, (72) 39.18% selected the semester system, and (10) 5.03% had no choice.

	Quarter	Semester	No Choice
A. Those who have taught under both systems	(40) 54.0%	(32) 43.24%	(2) 2.7%
B. Those who have taught only under a quarter system	(77) 6.16%	(40) 32%	(8) 6.4%
C. By Division			
1) Administrators	(3) 42.86%	(4) 57.14%	0
2) Business	(12) 66.6%	(6) 33.3%	0
3) Creative Arts	(19) 43.7%	(18) 46.15%	(2) 5.1%
4) Health Occ.	(6) 42.86%	(4) 23.6%	(4) 18.6%
5) P.E.	(10) 58.8%	(6) 35.3%	(1) 5.9%
6) Humanities	(26) 59.1%	(17) 38.6%	(1) 2.3%
7) Pub. Saf.	(1) 50.0%	(1) 50.0%	0
8) Sci. Math.	(11) 61.1%	(5) 27.8%	(2)11.1%
9) Voc Tech	(25) 75.8%	(8) 24.8%	0
10) Counselors/Library/ Others	(4) 57.1%	(3) 42.9%	0
D. Main Campus	(74) 55.2%	(52) 38.8%	(8) 6%
E. Branch Campus	(43) 66.1%	(20) 30.8%	(2) 3%
F. Full time	(53) 55.2%	(37) 38.5%	(6) 6.2%
G. Part time	(64) 62.1%	(35) 34%	(4) 3.9%

(SURVEY CONDUCTED AT COLLEGE OF THE REDWOODS)

Faculty Questionnaire

A Committee made up of students, faculty and administration is currently taking a study to answer the question, "Should C/R change from the quarter system and if so to what calendar?"

We need some advice and reactions on this important matter from you people who are directly involved.

---

1. If given a choice, which system would you prefer:

   a. The quarter system, i.e., the school year is divided into three parts.

   b. The semester system, i.e., the school year is divided into two parts.

These are the advantages usually stated in favor of the quarter system. Please indicate if you agree or disagree that each would be of importance to you.

	YES	NO
2. Course are more straight-forward; frills eliminated.....	55%	
3. More opportunity to have a greater variety of courses and students over a given period of time	82%	
4. Greater chance to start over again if a class is not going well.....	46%	
5. Better chance for students to complete successfully all courses in which enrolled	35%	
6. More opportunity to offer different classes within the school year.....	89%	

These are the advantages usually stated in favor of the semester system. Indicate if you agree or disagree as to their importance to you.

7. More time is available. There is not as much pressure and rushing.....	68%
8. There would be more time for students to participate in music, drama, forensics, athletics, or other curricular activities.....	30%
9. Allows enough time for in-depth exploration of ideas and course material	73%
10. Offers enough time for the instructor to recover from a poor start in a course.....	27%

	YES	NO
11. Would reduce the number of registrations and final exams.....	70%	
12. Would reduce the cost of books for students.....	48%	

Student Responses

Subjects

A. Total (1971)

B. Age

1) 18	(200)	10.13%
2) 19-25	(1127)	57.18%
3) 26-35	(419)	21.26%
4) over 35	(225)	11.42%

C.

1) daytime students	(1105)	56.06%
2) evening or Saturday	(418)	21.21%
3) both day & evening or Saturday	(445)	22.73%

D. Expectations

1) A.A. degree	(992)	50.33%
2) a certificate	(199)	10.10%
3) unsure or neither of above	(780)	39.57%

E.

1) Main Campus	(1870)	94.88%
2) Branch Campus	(101)	5.12%

F. Number of Units Carried

1) 1/2 to 6 units	(332)	16.84%
2) 7 to 11 units	(379)	19.23%
3) 12 or more units	(1260)	63.93%

Question # 1. If given a choice, which system would you prefer:

a. The quarter system, i.e., the school year is divided into three parts.

b. The semester system, i.e., the school year is divided into two parts.

	QUARTER	SEMESTER	NO CHOICE
A. Total	(1557) 79%	(349) 17.71%	(65) 3.3%
B. Those who have attended college under the semester system	(522) 76.43%	(137) 20.06%	(24) 3.51%
C. Those who have attended college under the quarter system	(1035) 80.36%	(212) 16.45%	(41) 3.18%
D. Main Campus	(1477) 78.98%	(330) 17.65%	(63) 3.37%
E. Branch Campus	(80) 79.21%	(19) 18.81%	(2) 1.98%

STUDENT QUESTIONNAIRE

A Committee made up of students, faculty, and administration is currently making a study to answer the question, "Should C/R change from the quarter system and if so, to what calendar?

We need some advice and reactions on this important matter from you people who are directly involved.

---

1. If given a choice, which system would you prefer:
   a. The quarter system, i.e., the school year is divided into three parts.
   b. The semester system, i.e., the school year is divided into two parts.

These are the advantages usually stated in favor of the quarter system. Please indicate if you agree or disagree that each would be of importance to you.

	YES
2. Courses are more straight-forward; frills eliminated.	72.8%
3. More opportunity to have a greater variety of courses and faculty over a given period of time	91.1%
4. Greater likelihood you will finish a course because the work does not stretch out so long	67.3%
5. Greater chance to start over again if you must withdraw. . .	81.4%
6. Better chance to complete successfully all courses in which enrolled	64.0%
7. More opportunity to sample various classes within the school year.	90.6%
8. The quarter system better fits my job schedule.	55.8%

These are the advantages usually stated in favor of the semester system. Indicate if you agree or disagree as to their importance to you.

9. More time is available. There is not as much pressure and rushing.	57.6%
10. There would be more time to participate in music, drama, forensics, athletics or other extra curricular activities. .	37.2%
11. Allows more time for in-depth exploration of ideas and course material	67.8%
12. Offers enough time to recover from a poor start in a course	52.4%

		YES
13.	Would reduce the number of registrations and final exams. .	55.4%
14.	Would reduce the cost of books	56.9%
15.	Some colleges have quarters or semsters interrupted by a long vacation, i.e., Christmas and Easter. If we were to do this, would it be a problem for you.	25.8%